

Paradigm of future primary school teachers' vocational training

Zakirova V., Koletvinova N.

Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia

Abstract

The issue of future primary school teachers' vocational training efficiency improvement is considered in the article. The paradigm of professional split-level competences development, its features, ways, technologies of application are analyzed. The issue is studied in connection with students' practice-oriented training. The system of students' vocational training in pedagogical higher education institutions is undergoing profound changes in the last few years. On the one hand, it is connected with the insufficient interaction of theoretical and practical guidelines existing in high school training. On the other hand, students are not provided with the evidence proving the importance and significance of obtained knowledge for their future professional activity. The analysis of modern scientific literature and teaching practice allows to draw a conclusion that graduates of pedagogical higher education institution experience split-level difficulties in initial mastering of professional competences. In these conditions it is appropriate to state that changes and improvements of a professional competence-based paradigm in higher school training should take place. Special attention is paid to future teachers' creative development and understanding that different types of professional activity should be motivated.

Keywords

Competence-based paradigm, Complex of competences, Content-procedural function, Pedagogical technologies, Practice-oriented components, Professionally-oriented motivation, Self-development, Self-organization